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ABSTRACT

This report presents the number and percentage of students dropping out of and completing public school for the 2000-2001 school year. Information came from the Common Core of Data (CCD) surveys, which provide basic data on public K-12 institutions, students, and staff. A total of 45 states reported dropouts using the CCD definition. The 9th-12th grade dropout rate ranged from 2.2 percent in North Dakota to 10.9 percent in Arizona. Most states had rates from 4.0 to 7.0 percent. Data on high school dropout rates for each of five racial/ethnic groups indicated that the rates were generally lowest for white, non-Hispanic and Asian/Pacific Islander students and highest for American Indian/Alaska Native; black, non-Hispanic; and Hispanic students. Relatively high dropout rates were most often observed in reporting school districts serving large or midsize cities and least frequently in rural areas. States' numbers of high school completers varied widely. Most high school completion credentials were in the form of a diploma. Asian/Pacific Islander and White, non-Hispanic students were more likely to have higher completion rates than the other three groups. Large city school districts were more likely than other districts to have a relatively low high school 4-year completion rate of less than 60 percent. (SM)

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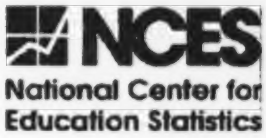

U.S. Department of Education
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Public High School Dropouts and Completers From the Common Core of Data: School Year 2000–01

Statistical Analysis Report

November 2003

Beth Aronstamm Young
National Center for Education Statistics

U.S. DEPARTMENT OF EDUCATION
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Two of the most important indicators of the educational system's success are the rates at which young people drop out of and complete high school each year. The Common Core of Data (CCD) survey system of the National Center for Education Statistics (NCES) annually collects information about public school dropouts and completers. This report presents the number and percentage of students dropping out of and completing public school (among states that reported dropouts) for the 2000–01 school year.

Background

The CCD consists of five surveys that are completed each year by state education agencies (SEAs). Three of these surveys provide basic statistical information about public elementary/secondary institutions, students, and staff. Although all information is reported directly by SEAs, the surveys include data about individual states, local education agencies, and schools. The numbers of students who complete high school with a regular diploma or some alternative credential have been reported at the state and local education agency levels since the 1987–88 CCD collection. A dropout statistic was added to the *Local Education Agency (School District) Universe* beginning with the 1992–93 collection (reporting 1991–92 dropouts).

Limitations in This Report

The high school 4-year completion rate presented here differs in its calculation from other published rates, and readers should be alert to this when making comparisons with other studies (see a list of current NCES reports on this subject at the end of this report). The inclusion of both regular and other high school completions, and the exclusion of General Educational Development (GED) recipients, may also lead to differences with other reports (see the "High School Completers" section for a further description).

Also, state and local policies and data collection administration may have profound effects on the count of dropouts and completers reported by a state. One example of a discrepancy is that not all states provide multiple types of high school completions. Some states award regular diplomas to all students while others award some form of alternative credential to special education students. Another example of a discrepancy is the degree of rigor with which states or districts verify the enrollment status of students who have transferred out of state. Dropout and completion data collected by the CCD are reported from the administrative records of SEAs. Some states collect their data through student-level records systems, while others collect aggregate data from schools and districts. Although state CCD Coordinators verify each year that they have followed the CCD dropout definition, states vary in their ability to track students who move in and out of districts, and it is probable that some students have been misclassified.

High School Dropouts

Determining Dropout Status. The CCD definition determines whether an individual is a dropout by his or her enrollment status at the beginning of the school year (the same day used for the enrollment count). Beginning in 1990, NCES defined a dropout as an individual who

1) was enrolled in school at some time during the previous school year (e.g., 1999–2000); and
2) was not enrolled at the beginning of the current school year (e.g., 2000–01); and
3) has not graduated from high school or completed a state- or district-approved educational program; and
4) does not meet any of the following exclusionary conditions:

a) transfer to another public school district, private school, or state- or district-approved educational program (including correctional or health facility programs);
b) temporary absence due to suspension or school-excused illness; or
c) death.

Individuals who complete 1 year of school but fail to enroll at the beginning of the subsequent year ("summer dropouts") are counted as dropouts from the school year and grade in which they fail to enroll. Those who leave secondary education but are enrolled in an adult education program at the beginning of the school year are considered dropouts. However, note that dropout status is determined by a student's status on October 1. Students who receive their GED certificate by October 1 are not counted as dropouts if the state or district recognizes this as an approved program. Although a student whose whereabouts are unknown is considered a dropout, states are not required to count students who leave the United States as dropouts even if there is no information about such students' subsequent enrollment status. A student can be counted as a dropout only once for a single school year but can, if he or she repeatedly drops out and re-enrolls, appear as a dropout in more than 1 year.

Dropout Rate. This is an annual event dropout rate: the number of dropouts for a school year divided by the number of students enrolled at the beginning of that school year. For example, to compute the 9th- through 12th-grade dropout rate, the calculation is

$$\frac{\text{Number of October 1st 9th- through 12th-grade dropouts}}{\text{October 1st 9th- through 12th-grade enrollment count}}$$

High School Dropout Results

2000–01 School Year. In the 2000–01 school year, 45 states reported dropouts using the CCD definition.[1] The 9th- through 12th-grade dropout rate in the reporting states ranged from 2.2 percent in North Dakota to 10.9 percent in Arizona (table 1).

The majority of reporting states in 2000–01 (26 of the 45) had dropout rates ranging from 4.0 to 7.0 percent. The median dropout rate of reporting states was 4.2. There were four states that had a dropout rate of less than 3.0: Iowa, New Jersey, North Dakota, and Wisconsin. Three states had dropout rates of more than 8.0 percent: Alaska, Arizona, and Louisiana.

Because of differences in public school-age population size, the numbers of dropouts varied greatly among reporting states. In the 2000–01 school year, while Texas had the greatest number of dropouts (46,973) among reporting states, it did not have the highest dropout rate. On the other hand, North Dakota had the smallest number of dropouts (784) and also had the lowest dropout rate of reporting states.

Over Time. Table 2 presents the dropout rates for the aggregate of grades 9 through 12 from 1991–92 through 2000–01. During the first 2 years of the dropout statistic collection, no more than 15 states reported publishable data. Because the data are most complete for the period 1993–94 through 2000–01, discussion of changes over time will be limited to this time period for states reporting in both 1993–94 and 2000–01.

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[1]The following four states' 2000–01 dropout data were not available: California, Colorado, Indiana, and Michigan (the District of Columbia is also not available). These states did not report dropouts that were consistent with the NCES definition.

A total of 33 states reported publishable data for both 1993–94 and 2000–01 (Louisiana's data were not comparable between these 2 years and were also not included in this analysis). Among this group, the range of dropout rates generally decreased from 1993–94 to 2000–01. Dropout rates for reporting states in 1993–94 ranged from a low of 2.7 percent in North Dakota to a high of 13.7 percent in Arizona. Seven years later, the reported rates ranged from 2.2 percent in North Dakota to 10.9 percent in Arizona.

Of those 33 states that had dropout rates in 1993–94 and 2000–01, 8 states (24 percent) reported dropout rates of less than 4 percent in 1993–94; this increased to 12 states (36 percent) in 2000–01. In 1993–94, dropout rates for 20 of the 33 states ranged from 4 to 7 percent. In 2000–01, 19 of the 33 states had dropout rates that ranged from 4 to 7 percent. Of those 33 states, 6 states reported dropout rates of higher than 7 percent in 1993–94, and only 3 states reported dropout rates of higher than 7 percent in 2000–01.

Dropout rates were more likely to decline than increase over the 7-year interval: only 4 of the 33 reporting states increased and none by more than 1 percentage point. In this period, the dropout rates decreased by at least 2 percentage points in Arizona, Idaho, Missouri, Nevada, New Mexico, and Oregon.

By Race/Ethnicity. High school dropout rates for each of five racial/ethnic groups[2] were calculated by dividing the number of grade 9 through 12 dropouts in a racial/ethnic group by the grade 9 through 12 membership for that group. Of the 46 states that reported dropouts for the 2000–01 school year, 43 were able to do so by race/ethnicity (table 3). Caution should be used when interpreting results by race/ethnicity as some of the racial/ethnic group populations are quite small in some states. To see the percentage of individuals in each racial/ethnic group in each of the states, see appendix A-1.

In the 2000–01 school year, dropout rates were generally lowest for White, non-Hispanic and Asian/Pacific Islander students and highest for American Indian/Alaska Native; Black, non-Hispanic; and Hispanic students in reporting states. Relative to groups other than White, non-Hispanic students, dropping out was rare for Asian/Pacific Islander high school students in reporting states. The Asian/Pacific Islander dropout rate was less than 4 percent in more than two-thirds (30) of reporting states. No state reported a dropout rate of 10 percent or more for this group (table 3).

More than 15 percent of American Indian/Alaska Native high school students dropped out in Arizona, Minnesota, and South Dakota. Twelve states had a dropout rate of 10 percent or higher for American Indian/Alaska Native students. Only one state (Wyoming) reported a Black, non-Hispanic dropout rate of more than 15 percent. However, there were eight states that reported dropout rates of 10 percent or more among Black, non-Hispanic high school students. Among Hispanic high school students, dropout rates were 10 percent or higher in 11 reporting states.

By District Locale Code. The CCD assigns each school a locale code that identifies its location relative to a population center; the codes range from "large city" to "rural." The school locale codes have been aggregated to the school districts with which the schools are associated, and the dropout rates among the different types of locales are shown in table 4. (See the Technical Notes for district locale code methodology and definitions.) Not all states have one or more school districts in every locale. Hawaii, for example, consists of a single urban fringe school district

[2]The groups were American Indian/Alaska Native; Asian/Pacific Islander; Hispanic; Black, non-Hispanic; and White, non-Hispanic. Non-White includes all groups except White, non-Hispanic.

while South Dakota has no large city school districts. Because of this, caution should be used when interpreting state differences.

Relatively high dropout rates were most often observed in reporting school districts that served large or midsize cities and least frequently in rural areas. Nine reporting states had dropout rates of more than 10 percent in large city school districts, while only one state had a dropout rate of more than 10 percent for its rural school districts inside of a Metropolitan Statistical Area (MSAs).

High School Completers

The term "high school completer" includes both diploma recipients and other high school completers. Thus, the CCD 4-year high school completion rate includes both diploma recipients and other high school completers. (This rate includes other high school completers but does not reflect those receiving a GED-based equivalency credential.)

Diploma Recipients. These are individuals who are awarded, in a given year, a high school diploma or a diploma that recognizes some higher level of academic achievement. They can be thought of as students who meet or exceed the coursework and performance standards for high school completion established by the state or other relevant authorities.

Other High School Completers. These individuals receive a certificate of attendance or some other credential in lieu of a diploma. Students awarded this credential typically meet requirements that differ from those for a high school diploma. Some states do not issue an "other high school completion" type of certificate, but award all students who complete school a diploma regardless of what academic requirements the students have met. Thus, in order to make data as comparable as possible across states, this report includes both regular and other diploma recipients in its high school 4-year completion rate.

Exclusion of High School Equivalency Recipients. High school equivalency recipients are awarded a credential certifying that they have met state or district requirements for high school completion by passing an examination or completing some other performance requirement. High school equivalency diplomas are considered valid completion credentials, but high school equivalency recipients are not included in the CCD completion rate. There are two reasons for this exclusion. First, high school equivalency recipients are reported on the CCD only at the state level and can not be disaggregated to the district level. Second, not all states report high school equivalency counts on the CCD, and the statistic is therefore not comparable across states.

High School 4-year Completion Rate. Put simply, this rate asks, "Of those students who have left school, what proportion have done so as completers?" This rate does not include those students who are still enrolled. The rate incorporates 4 years' worth of data and thus is an estimated cohort rate. It is calculated by dividing the number of high school completers by the sum of dropouts for grades 9 through 12, respectively, in consecutive years, plus the number of completers. If a hypothetical graduating class began as 9th-graders in year 1, this 4-year completion rate would look like

$$\frac{\text{High School Completers Year 4}}{\text{Dropouts (Grade 9 Year 1 + Grade 10 Year 2 + Grade 11 Year 3 + Grade 12 Year 4)} + \text{High School Completers Year 4}}$$

Note that the completion rate is not the same as a cohort graduation rate that shows the proportion of 9th grade students who graduate 4 years later. To get a more detailed description of the development and limitations of the dropout and completion rates, see: *Public High School Dropouts and Completers From the Common Core of Data: School Years 1991–92 Through 1997–98* (NCES 2002–317).

High School Completer Results

2000–01 School Year. As with states' numbers of high school dropouts, states' numbers of high school completers varied widely, in part because of the sizes of states' public school populations. As might be expected, in 2000–01, the state with the largest public school population, California, had the most high school completers (316,124), and the District of Columbia, with the smallest public school population,[3] had the fewest high school completers (3,043). Seven states had more than 100,000 high school completers: California, Florida, Illinois, New York, Ohio, Pennsylvania, and Texas (table 5).

In the 2000–01 school year, the 4 years of dropout data needed to calculate a high school 4-year completion rate were available for 39 states. The high school 4-year completion rates ranged from a high of 90.1 in North Dakota to a low of 65.0 in Louisiana for those states with data. In 2000–01, seven of the reporting states had 4-year completion rates above 85 percent: Connecticut, Iowa, Maine, Massachusetts, New Jersey, North Dakota, and Wisconsin. Five states had 4-year completion rates below 75 percent: Arizona, Georgia, Louisiana, Nevada, and New Mexico.

The majority of high school completion credentials are in the form of a diploma. There were 37 reporting states with data available to calculate a 2000–01 high school 4-year completion rate that either reported other high school completer data (i.e., certificates of completion) or did not award any type of other high school completer credentials (Wisconsin and Wyoming's other high school completers were missing and were therefore not included). Other high school completers made up only 1.8 percent of all high school completers in these 37 reporting states (derived from table 5). Twenty-eight of these states awarded other high school completion credentials (the other nine states did not award these credentials) and had data necessary to calculate a 2000–01 4-year completion rate for other high school completers (e.g., recipients of certificates of completion). In 6 of these 28 states—Alabama, Arkansas, Georgia, Mississippi, Oregon, and Tennessee—the percent of all students who completed by means of another high school completion credential was 5 percent or more.

Over Time. Table 6 presents the rate of high school completions over time (including diplomas and other high school completers, but excluding high school equivalencies). It is important to note that states have different policies in regard to awarding high school diplomas versus other high school credentials. Caution should be used when comparing states.

This report includes 4-year completion rates for the 1994–95 through 2000–01 school years (table 6). Since 4 years of dropout data are required to calculate a 4-year high school completion rate, fewer than 15 states had completion rates in 1994–95 or 1995–96. For this reason, discussions of the 4-year completion rate over time will be based on the 1996–97 and 2000-01 school years; there are 32 states that had 4-year high school completion rates in these 2 years. Seven of the states' 4-year completion rates went down between 1996–97 and 2000–01. The changes (increases and decreases) were relatively small: less than 2 percentage points in 18 states. Two states, Idaho and Nevada, increased their 4-year high school completion rates by over 9 percentage points between 1996–97 and 2000–01.

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[3]Total students by state is from the state-level survey and can be found *in Public School Student, Staff, and Graduate Counts by State: School Year 2001–02* (Young 2003).

By Race/Ethnicity. Four-year completion rates by race/ethnicity can be presented for 36 states in the 2000–01 school year in table 7. Caution should be used when interpreting results by race/ethnicity as some of the racial/ethnic group populations are quite small in some states. For the percentage of individuals in each racial/ethnic group in the state, see appendix A-2.

As might be expected given the dropout rates, Asian/Pacific Islander and White, non-Hispanic students were more likely to have higher completion rates than Black, non-Hispanic; Hispanic; and American Indian/Alaska Native students. Six reporting states had high school 4-year completion rates below 60 percent for Black, non-Hispanic students, seven reporting states for Hispanic students, and 8 reporting states for American Indian/Alaska Native students. No state had a 4-year completion rate below 60 percent for Asian/Pacific Islander or White students.

Seventy-eight percent (28) of reporting states had a White, non-Hispanic 4-year completion rate and 75 percent (27) had an Asian/Pacific Islander 4-year high school completion rate of over 80 percent.

By District Locale Code. As is evident from table 8, reporting states' large city school districts were more likely than other districts to have a relatively low high school 4-year completion rate of less than 60 percent. In 2000–01, no reporting state's large city school districts had 4-year completion rates of 80 percent or more. The reporting states' districts in urban fringes of large cities fared much better, with 19 (66 percent) with completion rates of 80 percent or more. The same was true for 25 (74 percent) districts in urban fringes of midsize cities.

Four-year completion rates of 80 percent or higher were more likely to occur in reporting states' rural school districts than any other district locale. In fact, more than three-fourths of the reporting states had a 4-year completion rate of 80 percent or more in their rural school districts (78 percent in rural districts outside of MSAs and 80 percent in rural districts inside of MSAs).

Table 1. Dropout numbers and rates in grades 9–12, by state: School year 2000–01

State	Total 9th-12th graders[1]	Dropouts		Grade			
		Number	Total 9th-12th rate	9th	10th	11th	12th
Alabama[2]	200,923	8,238	4.1	3.4	4.4	4.7	4.1
Alaska[2]	38,914	3,177	8.2	6.6	8.4	8.5	9.8
Arizona[2]	234,367	25,632	10.9	11.3	10.2	11.0	11.3
Arkansas	131,898	6,987	5.3	3.4	4.9	6.7	6.6
California	†	—	—	—	—	—	—
Colorado	†	—	—	—	—	—	—
Connecticut	155,731	4,649	3.0	2.9	3.0	3.2	2.8
Delaware	33,875	1,420	4.2	4.9	4.6	3.7	3.1
District of Columbia	†	—	—	—	—	—	—
Florida[2]	674,817	29,965	4.4	4.8	4.1	4.0	4.7
Georgia	384,954	27,543	7.2	6.5	7.3	7.2	8.1
Hawaii[2]	52,053	2,968	5.7	3.9	5.8	6.2	7.8
Idaho	74,357	4,143	5.6	4.1	5.7	6.6	6.0
Illinois[2]	564,633	34,008	6.0	6.0	6.0	6.2	5.9
Indiana	†	—	—	—	—	—	—
Iowa	158,050	4,193	2.7	1.5	2.4	3.2	3.7
Kansas	143,763	4,565	3.2	1.7	3.1	3.9	4.2
Kentucky	185,003	8,557	4.6	3.9	5.1	5.0	4.6
Louisiana	196,040	16,361	8.3	9.1	8.2	7.7	8.2
Maine	61,426	1,926	3.1	1.8	3.1	4.3	3.6
Maryland[2]	242,502	9,930	4.1	4.1	4.2	4.1	4.0
Massachusetts	272,497	9,380	3.4	3.3	3.4	4.0	3.0
Michigan	†	—	—	—	—	—	—
Minnesota	275,502	11,014	4.0	1.4	3.1	4.6	7.1
Mississippi	131,787	6,108	4.6	4.3	4.9	4.8	4.7
Missouri	271,455	11,447	4.2	3.1	4.4	5.2	4.4
Montana	49,668	2,095	4.2	3.2	4.3	4.7	4.9
Nebraska	90,344	3,614	4.0	3.0	4.1	4.5	4.6
Nevada	90,125	4,730	5.2	3.4	1.7	5.2	12.2
New Hampshire[3]	51,592	2,763	5.4	2.3	4.6	7.6	8.0
New Jersey[2]	351,496	9,882	2.8	2.9	2.8	2.9	2.6
New Mexico	95,427	5,092	5.3	5.4	5.8	5.7	4.1
New York[2]	809,036	30,898	3.8	2.7	4.0	5.5	3.6
North Carolina	346,424	21,773	6.3	6.3	6.9	6.4	5.2
North Dakota	36,230	784	2.2	1.1	2.4	2.5	2.7
Ohio	590,120	22,822	3.9	3.6	3.4	3.7	4.8
Oklahoma[2]	177,577	9,202	5.2	5.1	5.1	5.7	4.7
Oregon	163,106	8,696	5.3	3.1	4.5	5.8	8.6
Pennsylvania	548,125	19,568	3.6	2.1	3.3	4.5	4.7
Rhode Island	44,499	2,212	5.0	5.0	5.0	4.9	5.0
South Carolina	183,896	6,089	3.3	3.5	3.7	3.1	2.6
South Dakota	40,784	1,571	3.9	2.9	3.8	4.2	4.6
Tennessee[2]	244,897	10,499	4.3	2.8	3.6	5.1	6.6
Texas	1,116,518	46,973	4.2	3.4	4.4	4.0	5.5
Utah	147,086	5,449	3.7	1.2	2.5	4.1	7.1
Vermont[2]	31,138	1,476	4.7	2.9	4.6	5.8	5.9
Virginia	329,575	11,415	3.5	3.3	3.3	3.4	3.9
Washington	†	—	—	—	—	—	—
West Virginia	85,100	3,570	4.2	3.5	4.8	4.6	4.0
Wisconsin	259,047	6,002	2.3	1.8	1.6	1.9	4.2
Wyoming	29,758	1,900	6.4	3.0	6.5	8.0	8.4
Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas							
DoD schools (overseas)	†	—	—	—	—	—	—
DoD schools (domestic)	†	—	—	—	—	—	—
Bureau of Indian Affairs	†	—	—	—	—	—	—
American Samoa	3,773	73	1.9	1.2	1.5	2.3	3.2
Guam	8,775	1,001	11.4	7.6	17.6	13.5	8.6
Northern Marianas	2,206	134	6.1	8.6	7.4	2.4	2.9
Puerto Rico[2]	166,476	1,737	1.0	0.7	1.4	1.3	0.8
Virgin Islands	5,454	215	3.9	6.8	2.4	2.8	2.2

—Not available. These states do not report dropouts that are consistent with the NCES definition.

†Not applicable. Total 9-12th graders not reported for states without conforming dropout data.

[1]Ungraded students are prorated into the 9-12th grade total for dropout rate calculation purposes. For those states that did not report dropouts, no prorated 9-12th grade enrollment was calculated.

[2]These states reported on an alternative July through June cycle rather than the specified October through September cycle.

[3]New Hampshire is missing reported dropouts for 14 of their 76 school districts that operate high schools (16.3 percent of enrollment in the 76 school districts).

SOURCE: Data are reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Dropout and Completion Data File: School Year 2000–01" Version 1a.

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Table 2. Dropout rates for grades 9–12, by state: School years 1991–92 through 2000–01

State	2000–01	1999–2000	1998–99	1997–98	1996–97	1995–96	1994–95	1993–94	1992–93	1991–92
Alabama[1]	4.1	4.5	4.4	4.8	5.3	5.6	6.2	5.8	—	—
Alaska[2]	8.2	5.5	5.3	4.6	4.9	5.6	—	—	—	—
Arizona[1]	10.9	—	8.4	9.4	10.0	10.2	9.6	13.7	10.3	11.0
Arkansas	5.3	5.7	6.0	5.4	5.0	4.1	4.9	5.3	4.8	4.1
California	—	—	—	—	—	—	—	—	—	—
Colorado	—	—	—	—	—	—	—	—	—	—
Connecticut	3.0	3.1	3.3	3.5	3.9	4.8	4.9	4.8	4.6	—
Delaware	4.2	4.1	4.1	4.7	4.5	4.5	4.6	4.6	4.2	—
District of Columbia	—	7.2	8.2	12.8	—	—	10.6	9.5	10.1	11.5
Florida[1]	4.4	—	—	—	—	—	—	—	—	—
Georgia	7.2	7.2	7.4	7.3	8.2	8.5	9.0	8.7	—	—
Hawaii[1]	5.7	5.3	5.3	5.2	—	—	—	—	—	—
Idaho[1]	5.6	—	6.9	6.7	7.2	8.0	9.2	8.5	—	—
Illinois[1]	6.0	6.2	6.5	6.9	6.6	6.4	6.6	6.8	—	—
Indiana	—	—	—	—	—	—	—	—	—	—
Iowa	2.7	2.5	2.5	2.9	2.9	3.1	3.5	3.2	—	—
Kansas	3.2	—	—	—	—	—	—	—	—	—
Kentucky	4.6	5.0	4.9	5.2	—	—	—	—	—	—
Louisiana[3]	8.3	9.2	10.0	11.4	11.6	11.6	3.5	4.7	—	—
Maine	3.1	3.3	3.3	3.2	3.2	3.1	3.4	3.1	—	—
Marvland[1]	4.1	4.1	4.4	4.3	4.9	4.8	5.2	5.2	—	—
Massachusetts	3.4	4.1	3.6	3.2	3.4	3.4	3.6	3.7	3.5	3.2
Michigan	—	—	—	—	—	—	—	—	—	—
Minnesota	4.0	4.3	4.5	4.9	5.5	5.2	5.2	5.1	—	—
Mississippi	4.6	4.9	5.2	5.8	6.0	6.2	6.4	6.1	5.6	5.3
Missouri	4.2	4.4	4.8	5.2	5.8	6.5	7.0	7.0	6.2	6.2
Montana	4.2	4.2	4.5	4.4	5.1	5.6	—	—	—	—
Nebraska	4.0	4.0	4.2	4.4	4.3	4.5	4.5	4.6	3.8	3.6
Nevada	5.2	6.2	7.9	10.1	10.2	9.6	10.3	9.8	8.3	7.8
New Hampshire[4]	5.4	—	—	—	—	—	—	—	—	—
New Jersey[1]	2.8	3.1	3.1	3.5	3.7	4.1	4.0	4.3	—	—
New Mexico	5.3	6.0	7.0	7.1	7.5	8.3	8.5	8.1	7.8	7.5
New York[1]	3.8	4.1	4.0	3.2	—	—	—	—	—	—
North Carolina	6.3	—	—	—	—	—	—	—	—	—
North Dakota	2.2	2.7	2.4	2.8	2.7	2.5	2.5	2.7	2.3	—
Ohio[2]	3.9	5.0	3.9	5.1	5.2	5.4	5.3	4.7	—	—
Oklahoma[1]	5.2	5.4	5.2	5.8	5.9	5.7	5.8	4.6	—	—
Oregon	5.3	6.2	6.4	6.8	—	7.0	7.1	7.3	5.8	5.9
Pennsylvania	3.6	4.0	3.8	3.9	3.9	4.0	4.1	3.8	3.7	3.7
Rhode Island	5.0	4.8	4.5	4.9	4.7	4.6	4.6	4.9	4.6	4.8
South Carolina	3.3	—	—	—	—	—	—	—	—	—
South Dakota	3.9	3.5	4.5	3.1	4.5	5.7	5.3	5.3	—	—
Tennessee[1]	4.3	4.2	4.6	5.0	5.1	4.9	5.0	4.8	—	—
Texas	4.2	5.0	—	—	—	—	—	—	—	—
Utah	3.7	4.1	4.7	5.2	4.5	4.4	3.5	3.1	—	—
Vermont[1]	4.7	4.7	4.6	5.2	5.0	5.3	4.7	4.8	—	—
Virginia	3.5	3.9	4.5	4.8	4.6	4.7	5.2	4.8	—	—
Washington	—	—	—	—	—	—	—	—	—	—
West Virginia	4.2	4.2	4.9	4.1	4.1	3.8	4.2	3.8	—	—
Wisconsin[2]	2.3	2.6	2.8	2.8	2.7	2.4	2.7	3.1	—	—
Wyoming[2]	6.4	5.7	5.2	6.4	6.2	5.7	6.7	6.5	—	—
Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas										
DoD schools (overseas)	—	—	—	—	—	—	—	—	—	—
DoD schools (domestic)	—	—	—	—	—	—	—	—	—	—
Bureau of Indian Affairs	—	—	—	—	—	—	—	—	—	—
American Samoa	1.9	1.3	2.0	2.0	1.1	0.2	1.4	1.4	0.9	1.8
Guam	11.4	12.2	15.0	16.2	16.7	13.9	13.1	11.3	8.7	6.6
Northern Marianas	6.1	7.2	11.5	13.2	8.6	5.0	5.4	—	3.2	—
Puerto Rico[2]	1.0	0.9	1.2	1.3	1.6	1.5	2.2	2.2	2.5	—
Virgin Islands	3.9	6.8	7.3	6.8	3.5	2.3	6.0	3.1	6.4	3.7

—Not available. These states do not report dropouts that are consistent with the NCES definition.

[1]These states reported on an alternative July through June cycle rather than the specified October through September cycle.

[2]The following states reported data using an alternative calendar in the years indicated: Alaska (1995–96 and 1999–2000), Ohio (1993–94), Wisconsin (all years except 1998–99), Wyoming (1993–94) and Puerto Rico (all years except 1997–98).

[3]Effective with the 1995–96 school year, Louisiana changed its dropout data collection from school-level aggregate counts reported by districts to an individual, student-record system. The increase in the droput rate is due in part to the increased ability to track students.

[4]New Hampshire is missing reported dropouts for 14 of their 76 school districts that operate high schools (16.3 percent of enrollment in the 76 school districts).

SOURCE: Data are reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey Dropout and Completion Data File: School Years 1991–92 through 1996–97" Version 1a and "Local Education Agency Universe Survey Dropout and Completion Data File" School Years 1997–98, 1998–99, 1999–2000 Versions 1b, and 2000–01 Version 1a.

Table 3. Dropout rates for grades 9–12, by race/ethnicity and state: School year 2000–01

State	Total	Race/ethnicity				
		American Indian/ Alaska Native	Asian/ Pacific Islander	Hispanic	Black, non-Hispanic	White, non-Hispanic
Alabama[1]	4.1	2.6	2.5	5.5	4.0	4.2
Alaska[1]	8.2	12.7	8.6	11.0	11.4	6.3
Arizona	10.9	17.0	5.0	16.8	13.9	7.1
Arkansas	5.3	7.5	3.7	8.6	6.5	4.8
California	—	—	—	—	—	—
Colorado	—	—	—	—	—	—
Connecticut	3.0	3.7	1.8	7.0	5.3	2.0
Delaware	4.2	2.4	2.2	7.5	5.3	3.6
District of Columbia	—	—	—	—	—	—
Florida[1]	4.4	3.9	2.4	5.6	5.9	3.5
Georgia	7.2	6.2	3.7	9.4	9.4	5.7
Hawaii[1]	5.7	9.3	5.5	6.3	7.1	6.3
Idaho	5.6	—	—	—	—	—
Illinois[1]	6.0	6.4	2.7	10.4	12.9	3.5
Indiana	—	—	—	—	—	—
Iowa	2.7	10.4	2.3	9.1	7.3	2.3
Kansas	3.2	5.6	2.1	7.6	5.4	2.6
Kentucky	4.6	0.0	2.7	4.6	6.5	4.5
Louisiana	8.3	9.7	4.8	8.8	10.8	6.5
Maine	3.1	5.9	4.5	2.6	3.6	3.1
Maryland[1]	4.1	4.7	1.6	3.7	5.9	3.2
Massachusetts	3.4	3.2	3.9	7.9	6.0	2.6
Michigan	—	—	—	—	—	—
Minnesota	4.0	15.1	5.5	12.7	12.3	2.9
Mississippi	4.6	3.9	1.8	3.6	5.6	3.8
Missouri	4.2	5.4	2.6	7.4	6.2	3.9
Montana	4.2	11.0	3.6	8.5	5.2	3.5
Nebraska	4.0	13.9	3.8	12.2	10.9	2.9
Nevada	5.2	4.4	6.8	8.0	6.8	4.0
New Hampshire[2]	5.4	7.8	4.3	11.6	9.5	5.2
New Jersey[1]	2.8	12.0	1.0	5.6	5.7	1.6
New Mexico	5.3	5.9	2.4	6.7	5.3	3.6
New York[1]	3.8	6.5	2.9	7.2	6.3	2.1
North Carolina	6.3	11.7	4.6	10.6	7.8	5.4
North Dakota	2.2	10.0	3.2	3.2	3.9	1.5
Ohio	3.9	7.6	2.4	8.9	9.2	3.0
Oklahoma[1]	5.2	4.8	3.9	10.6	7.9	4.6
Oregon	5.3	8.4	4.4	11.5	11.7	4.5
Pennsylvania	3.6	5.7	2.9	8.9	7.4	2.7
Rhode Island	5.0	8.4	5.8	10.2	8.5	3.9
South Carolina	3.3	6.4	1.2	3.8	3.8	3.0
South Dakota	3.9	20.6	3.9	8.7	6.3	2.6
Tennessee[1]	4.3	—	—	—	—	—
Texas	4.2	5.0	2.2	6.1	5.4	2.5
Utah	3.7	8.3	4.9	9.0	7.9	3.2
Vermont[1]	4.7	7.0	2.5	7.5	7.0	4.7
Virginia	3.5	6.3	2.4	6.4	4.9	2.8
Washington	—	—	—	—	—	—
West Virginia	4.2	14.3	0.6	7.3	5.2	4.2
Wisconsin	2.3	5.7	2.4	6.5	9.8	1.4
Wyoming	6.4	14.1	5.4	11.6	16.9	5.8
Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas						
DoD schools (overseas)	—	—	—	—	—	—
DoD schools (domestic)	—	—	—	—	—	—
Bureau of Indian Affairs	—	—	—	—	—	—
American Samoa	1.9	0.0	1.9	0.0	0.0	0.0
Guam	11.4	10.0	11.3	13.6	4.3	6.9
Northern Marianas	6.1	0.0	6.1	0.0	0.0	0.0
Puerto Rico[1]	1.0	0.0	0.0	1.0	0.0	0.0
Virgin Islands	3.9	0.0	0.0	8.5	3.5	9.4

—Not available. These states do not report dropouts that are consistent with the NCES definition.

[1]These states reported on an alternative July through June cycle rather than the specified October through September cycle.

[2]New Hampshire is missing reported dropouts for 14 of their 76 school districts that operate high schools (16.3 percent of enrollment in the 76 school districts).

NOTE: Caution should be used when interpreting results by race/ethnicity as some of the racial/ethnic group populations are quite small in some states. To see the percentage of indivduals in each racial/ethnic group in the state, see appendix table A-1. American Samoa and Puerto Rico reported all of their students in one category of race/ethnicity.

SOURCE: Data are reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Dropout and Completion Data File: School Year 2000–01" Version 1a.

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Table 4. Dropout rates for grades 9–12, by district locale and state: School year 2000–01

State	Total	District Locale							
		Large city	Midsize city	Urban fringe of a large city	Urban fringe of a midsize city	Large town	Small town	Rural, outside an MSA	Rural, inside an MSA
Alabama[1]	4.1	2.3	4.2	3.6	4.4	1.0	4.0	4.6	4.5
Alaska[1]	8.2	†	9.3	†	†	7.4	6.0	9.1	†
Arizona	10.9	14.1	6.2	6.3	15.9	6.4	13.1	9.2	15.7
Arkansas	5.3	†	5.2	7.2	5.3	6.7	5.5	5.1	4.7
California	—	—	—	—	—	—	—	—	—
Colorado	—	—	—	—	—	—	—	—	—
Connecticut	3.0	†	5.2	1.9	2.4	6.5	3.5	2.5	1.5
Delaware	4.2	†	3.0	4.4	1.9	†	4.5	4.9	7.3
District of Columbia	—	—	—	—	—	—	—	—	—
Florida[1]	4.4	9.7	2.7	4.4	4.3	†	4.2	3.6	4.1
Georgia	7.2	21.9	9.4	5.1	6.5	8.5	8.4	6.8	6.1
Hawaii[1]	5.7	†	†	5.7	†	†	†	†	†
Idaho	5.6	†	8.7	†	5.1	7.0	4.7	3.6	4.9
Illinois[1]	6.0	16.8	6.0	3.2	3.2	6.5	4.9	3.4	2.5
Indiana	—	—	—	—	—	—	—	—	—
Iowa	2.7	†	4.6	†	1.7	3.9	2.6	1.2	0.8
Kansas	3.2	8.0	4.7	1.8	3.8	2.4	3.1	1.8	2.1
Kentucky	4.6	†	5.3	4.9	4.0	4.7	4.4	4.6	3.7
Louisiana	8.3	10.4	9.4	7.5	7.1	5.5	7.7	8.6	9.0
Maine	3.1	†	5.9	3.7	2.5	†	2.6	3.1	2.3
Maryland[1]	4.1	12.5	†	2.9	3.7	†	4.1	4.2	3.8
Massachusetts	3.4	8.1	6.1	2.0	2.8	†	3.1	4.1	2.1
Michigan	—	—	—	—	—	—	—	—	—
Minnesota	4.0	11.8	5.4	2.8	2.1	4.0	4.0	2.4	2.4
Mississippi	4.6	†	4.7	0.1	3.6	4.8	5.1	4.9	4.9
Missouri	4.2	6.5	4.7	3.7	4.9	4.9	4.4	3.8	3.0
Montana	4.2	†	3.8	†	2.4	5.2	4.6	4.0	2.2
Nebraska	4.0	6.8	6.5	2.6	7.8	5.6	3.2	2.1	1.2
Nevada	5.2	†	4.3	6.1	†	2.1	3.3	2.3	†
New Hampshire[2]	5.4	†	8.2	4.7	†	4.5	4.4	4.0	4.4
New Jersey[1]	2.8	5.5	7.7	2.3	†	†	†	†	1.8
New Mexico	5.3	8.6	5.9	4.9	3.8	3.9	3.5	3.5	5.5
New York[1]	3.8	6.3	4.9	1.6	1.9	2.8	3.3	2.9	2.2
North Carolina	6.3	7.4	5.2	7.1	5.0	7.0	7.0	6.9	6.6
North Dakota	2.2	†	2.5	†	3.7	1.8	2.1	1.9	1.0
Ohio	3.9	11.3	7.7	2.6	2.5	5.2	2.8	2.3	2.2
Oklahoma[1]	5.2	9.0	5.4	3.9	2.6	5.5	5.7	3.6	3.5
Oregon	5.3	10.4	6.0	4.5	6.0	4.2	5.0	3.0	3.8
Pennsylvania	3.6	8.6	6.1	2.0	2.7	2.2	3.4	2.8	2.5
Rhode Island	5.0	†	7.7	†	4.0	†	1.3	2.0	2.8
South Carolina	3.3	†	3.3	3.7	2.9	†	3.9	4.2	2.8
South Dakota	3.9	†	5.7	†	2.7	†	3.2	3.7	1.5
Tennessee[1]	4.3	9.0	2.9	3.1	3.7	3.5	2.8	3.0	3.8
Texas	4.2	5.9	5.2	2.9	4.2	4.3	3.5	2.6	2.8
Utah	3.7	†	6.2	†	3.6	3.1	2.8	3.0	†
Vermont[1]	4.7	†	6.9	†	3.6	†	5.3	4.6	4.5
Virginia	3.5	5.2	4.1	3.1	3.2	3.6	3.5	3.4	2.7
Washington	—	—	—	—	—	—	—	—	—
West Virginia	4.2	†	4.1	7.3	4.5	3.8	3.6	3.6	5.5
Wisconsin	2.3	10.5	2.5	0.8	1.1	2.6	1.5	1.3	0.7
Wyoming	6.4	†	8.0	†	†	6.5	6.0	4.2	3.1
Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas									
DoD schools (overseas)	—	—	—	—	—	—	—	—	—
DoD schools (domestic)	—	—	—	—	—	—	—	—	—
Bureau of Indian Affairs	—	—	—	—	—	—	—	—	—
American Samoa	1.9	†	†	†	†	†	†	†	†
Guam	11.4	†	†	†	†	†	†	†	†
Northern Marianas	6.1	†	†	†	†	†	†	†	†
Puerto Rico[1]	1.0	†	†	†	†	†	†	†	†
Virgin Islands	3.9	†	†	†	†	†	†	†	†

—Not available. These states do not report dropouts that are consistent with the NCES definition.

†Not applicable. There were no districts in the particular locale code for these states.

[1]These states reported on an alternative July through June cycle rather than the specified October through September cycle.

[2]New Hampshire is missing reported dropouts for 14 of their 76 school districts that operate high schools (16.3 percent of enrollment in the 76 school districts).

NOTE: See the Technical Notes for definitions of district locale codes.

SOURCE: Data are reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Dropout and Completion Data File: School Year 2000–01" Version 1a.

Table 5. Numbers and rates of high school completers, by state: School year 2000–01

State	Number of completers[1]			4-year completion rate[2]		
	Total	Total diplomas	Other completers[3]	Total	Total diplomas	Other completers
United States	**2,616,570**	**2,569,413**	**47,157**	—	—	—
Alabama	39,613	37,082	2,531	80.0	74.9	5.1
Alaska	6,829	6,812	17	75.2	75.0	0.2
Arizona[4]	47,543	46,773	770	68.3	67.2	1.1
Arkansas	29,019	27,100	1,919	79.1	73.9	5.2
California	316,124	316,124	†	—	—	—
Colorado	39,370	39,241	129	—	—	—
Connecticut	30,435	30,388	47	86.6	86.5	0.1
Delaware	6,712	6,614	98	81.6	80.4	1.2
District of Columbia[5]	3,043	2,808	235	—	—	—
Florida[5]	115,522	110,858	4,664	—	—	—
Georgia	69,215	62,499	6,716	71.1	64.2	6.9
Hawaii	10,323	10,102	221	77.7	76.0	1.7
Idaho[4]	16,101	16,021	80	76.9	76.5	0.4
Illinois	110,624	110,624	†	75.8	75.8	†
Indiana	60,464	58,323	2,141	—	—	—
Iowa	33,909	33,774	135	89.2	88.9	0.4
Kansas	29,360	29,360	†	—	—	—
Kentucky[5]	37,293	36,957	336	79.9	79.2	0.7
Louisiana	39,296	38,314	982	65.0	63.4	1.6
Maine	12,129	12,110	19	86.5	86.4	0.1
Maryland	49,569	49,222	347	83.2	82.6	0.6
Massachusetts	54,393	54,393	†	86.3	86.3	†
Michigan	97,124	96,490	634	—	—	—
Minnesota	56,550	56,550	†	82.5	82.5	†
Mississippi	25,762	23,748	2,014	77.3	71.3	6.0
Missouri	54,198	54,099	99	81.0	80.9	0.1
Montana	10,628	10,628	†	82.1	82.1	†
Nebraska	19,738	19,565	173	83.9	83.2	0.7
Nevada	15,880	15,200	680	73.5	70.3	3.1
New Hampshire[5]	12,294	12,294	—	—	—	—
New Jersey	75,948	75,948	†	88.0	88.0	†
New Mexico	18,354	18,199	155	74.4	73.8	0.6
New York	147,305	141,884	5,421	81.6	78.6	3.0
North Carolina[5]	63,954	63,288	666	—	—	—
North Dakota	8,445	8,445	†	90.1	90.1	†
Ohio	113,973	108,722	5,251	81.0	77.3	3.7
Oklahoma	37,448	37,448	†	79.2	79.2	†
Oregon	33,713	31,076	2,637	76.4	70.4	6.0
Pennsylvania	114,436	114,436	†	84.0	84.0	†
Rhode Island	8,617	8,603	14	79.8	79.7	0.1
South Carolina[5]	30,577	29,742	835	—	—	—
South Dakota	8,881	8,881	†	84.6	84.6	†
Tennessee	44,663	40,642	4,021	79.5	72.4	7.2
Texas[5]	215,316	215,316	†	—	—	—
Utah	31,214	31,054	160	82.6	82.2	0.4
Vermont	6,876	6,856	20	81.9	81.6	0.2
Virginia	68,593	66,067	2,526	83.8	80.7	3.1
Washington[5]	55,337	54,885	452	—	—	—
West Virginia	18,452	18,440	12	83.4	83.3	0.1
Wisconsin	59,341	59,341	—	90.0	90.0	—
Wyoming	6,067	6,067	—	76.5	76.5	—
Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas						
DoD schools (overseas)	2,621	2,621	†	—	—	—
DoD schools (domestic)	568	568	†	—	—	—
Bureau of Indian Affairs	—	—	—	—	—	—
American Samoa	726	724	2	90.0	89.7	0.2
Guam	1,371	1,371	†	51.2	51.2	†
Northern Marianas	361	361	†	64.5	64.5	†
Puerto Rico	32,574	30,154	2,420	94.6	87.5	7.0
Virgin Islands	966	966	†	72.3	72.3	†

—Not available.

†Not applicable.

[1]Includes regular and other diplomas as well as other completers, but does not include high school equivalencies (e.g., GED). Total completers may be different than reported on the state-level file.

[2]The 4-year completion rate is calculated by dividing the number of high school completers in a given year by the number of high school completers in that year and dropouts over a 4-year period.

[3]Other completers data are missing for the following states: New Hampshire, Wisconsin, and Wyoming.

[4]Values for 1 year of the 4-year completion rate denominator are imputed. See the Technical Notes for more details.

[5]States that reported completers but not 4 consecutive years of dropout data cannot have a 4-year high school completion rate.

SOURCE: Data are reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Dropout and Completion Data File: School Year 2000–01" Version 1a.

Table 6. Four-year high school completion rates, by state: School years 1994–95 through 2000–01

State	2000–01	1999–2000	1998–99	1997–98	1996–97	1995–96	1994–95
Alabama	80.0	79.8	78.9	78.3	76.8	—	—
Alaska	75.2	77.3	78.9	—	—	—	—
Arizona[1]	68.3	—	63.2	65.3	62.5	61.4	62.0
Arkansas	79.1	80.1	81.0	81.2	80.0	80.7	80.4
California	—	—	—	—	—	—	—
Colorado	—	—	—	—	—	—	—
Connecticut	86.6	86.5	83.7	83.2	81.8	81.4	—
Delaware	81.6	80.8	82.9	81.9	80.4	81.3	—
District of Columbia	—	—	—	—	—	—	60.9
Florida	—	—	—	—	—	—	—
Georgia	71.1	70.7	68.9	68.3	67.6	—	—
Hawaii	77.7	—	—	—	—	—	—
Idaho[1]	76.9	—	74.7	73.2	72.4	—	—
Illinois	75.8	75.4	75.8	76.9	76.1	—	—
Indiana	—	—	—	—	—	—	—
Iowa	89.2	88.8	88.3	88.0	87.1	—	—
Kansas	—	—	—	—	—	—	—
Kentucky	79.9	—	—	—	—	—	—
Louisiana[2]	65.0	62.6	61.5	60.4	60.7	—	—
Maine	86.5	86.2	86.4	86.5	86.4	—	—
Maryland	83.2	81.9	81.6	80.6	80.4	—	—
Massachusetts	86.3	85.5	86.0	85.6	85.8	84.6	85.3
Michigan	—	—	—	—	—	—	—
Minnesota	82.5	81.2	81.2	80.3	—	—	—
Mississippi	77.3	76.4	76.4	76.0	75.5	75.5	77.9
Missouri	81.0	79.6	77.8	76.9	74.8	74.7	75.3
Montana	82.1	82.4	82.0	—	—	—	—
Nebraska	83.9	85.1	84.5	83.2	83.0	84.6	84.5
Nevada	73.5	70.2	66.9	64.5	64.4	64.1	64.1
New Hampshire	—	—	—	—	—	—	—
New Jersey	88.0	86.7	85.2	84.6	85.2	—	—
New Mexico	74.4	73.0	70.6	69.0	68.6	68.8	70.0
New York	81.6	—	—	—	—	—	—
North Carolina	—	—	—	—	—	—	—
North Dakota	90.1	88.9	89.7	89.5	89.9	90.6	—
Ohio	81.0	80.4	80.5	79.5	79.4	—	—
Oklahoma	79.2	78.8	78.7	78.3	78.6	—	—
Oregon	76.4	—	—	—	—	74.2	75.6
Pennsylvania	84.0	84.1	84.0	83.8	84.2	84.2	84.2
Rhode Island	79.8	80.8	81.8	80.9	80.7	81.6	80.8
South Carolina	—	—	—	—	—	—	—
South Dakota	84.6	83.6	81.7	81.3	81.9	—	—
Tennessee	79.5	78.8	78.5	83.5	78.3	—	—
Texas	—	—	—	—	—	—	—
Utah	82.6	81.4	80.1	81.3	83.7	—	—
Vermont	81.9	81.4	82.1	81.8	82.0	—	—
Virginia	83.8	81.8	81.5	81.1	81.6	—	—
Washington	—	—	—	—	—	—	—
West Virginia	83.4	82.6	83.2	83.9	83.3	—	—
Wisconsin	90.0	89.3	89.7	89.8	89.0	—	—
Wyoming	76.5	77.6	77.2	77.3	76.8	—	—
Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas							
DoD schools (overseas)	—	—	—	—	—	—	—
DoD schools (domestic)	—	—	—	—	—	—	—
Bureau of Indian Affairs	—	—	—	—	—	—	—
American Samoa	90.0	91.0	94.4	95.9	96.4	94.8	94.4
Guam	51.2	52.7	53.4	54.5	46.5	45.8	64.3
Northern Marianas	64.5	72.7	67.7	71.1	—	—	—
Puerto Rico	94.6	93.4	92.3	91.5	94.7	93.6	—
Virgin Islands	72.3	78.8	83.9	78.3	78.8	76.6	85.9

—Not available.

[1]Values for 1 year of the 2000–01 4-year completion rate denominator are imputed. See the Technical Notes for more details.

[2]Effective with the 1995–96 school year, Louisiana changed its dropout data collection, which increased the number of dropouts. In calculating the completion rates, 1995–96 data were used in place of older data.

NOTE: High school completers includes regular and other diplomas as well as other completers, but does not include high school equivalencies (e.g., GED). The completion rate is calculated by dividing the number of high school completers in a given year by the number of high school completers in that year and dropouts over a 4-year period. A state that reported completers but not dropouts would not have a high school completion rate. Other completer data are missing in the following states: Wisconsin and Wyoming.

SOURCE: Data are reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Local Education Agency Universe Survey Dropout and Completion Data File: School Years 1991-92 through 1996-97" Version 1a and "Local Education Agency Universe Survey Dropout and Completion Data File" School Years 1997-98, 1998-99, 1999-2000 Versions 1b, and 2000-01 Version 1a.

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Table 7. Four-year high school completion rates, by race/ethnicity and state: School year 2000–01

State	Total	Race/ethnicity				
		American Indian/ Alaska Native	Asian/ Pacific Islander	Hispanic	Black, non-Hispanic	White, non-Hispanic
Alabama	80.0	90.1	89.3	71.9	78.6	80.6
Alaska	75.2	64.1	77.6	65.4	68.6	79.5
Arizona[1]	68.3	—	—	—	—	—
Arkansas	79.1	71.1	86.6	68.0	73.8	81.1
California	—	—	—	—	—	—
Colorado	—	—	—	—	—	—
Connecticut	86.6	75.9	90.4	66.6	77.4	91.1
Delaware	81.6	88.2	91.3	70.2	74.6	84.8
District of Columbia	—	—	—	—	—	—
Florida	—	—	—	—	—	—
Georgia	71.1	69.9	85.3	59.8	65.3	74.9
Hawaii	77.7	68.5	79.3	70.4	71.4	74.3
Idaho[1]	76.9	54.7	82.8	56.4	73.7	78.9
Illinois	75.8	67.2	89.9	60.8	52.8	85.1
Indiana	—	—	—	—	—	—
Iowa	89.2	73.7	93.9	66.0	70.7	90.3
Kansas	—	—	—	—	—	—
Kentucky	79.9	97.6	93.7	87.5	76.5	85.4
Louisiana	65.0	55.5	74.2	62.0	57.4	71.6
Maine	86.5	82.0	79.4	84.9	76.3	86.7
Maryland	83.2	81.7	93.5	84.3	76.9	86.3
Massachusetts	86.3	80.2	85.6	66.0	76.6	89.9
Michigan	—	—	—	—	—	—
Minnesota	82.5	45.4	74.7	52.4	48.2	87.0
Mississippi	77.3	60.7	87.3	74.2	73.6	81.1
Missoun	81.0	80.1	87.6	72.3	69.6	83.1
Montana	82.1	57.5	83.7	73.2	75.0	84.8
Nebraska	83.9	46.5	84.9	61.6	60.1	87.5
Nevada	73.5	73.0	78.8	58.9	66.7	78.8
New Hampshire	—	—	—	—	—	—
New Jersey	88.0	85.2	94.8	78.4	76.7	92.5
New Mexico	74.4	73.9	73.2	68.5	75.8	81.8
New York	81.6	73.1	87.5	61.3	67.7	90.5
North Carolina	—	—	—	—	—	—
North Dakota	90.1	58.0	81.4	76.1	77.0	92.8
Ohio	81.0	68.1	90.1	62.4	58.9	85.4
Oklahoma	79.2	79.7	88.6	65.2	70.4	81.2
Oregon	76.4	60.6	81.2	55.0	62.4	79.0
Pennsylvania	84.0	60.8	86.1	42.3	73.3	88.2
Rhode Island	79.8	69.1	71.5	61.5	68.3	84.2
South Carolina	—	—	—	—	—	—
South Dakota	84.6	42.1	89.2	71.4	58.6	88.5
Tennessee	79.5	—	—	—	—	—
Texas	—	—	—	—	—	—
Utah	82.6	67.4	76.8	60.8	61.2	84.9
Vermont	81.9	—	—	—	—	—
Virginia	83.8	80.4	87.5	73.4	77.1	86.7
Washington	—	—	—	—	—	—
West Virginia	83.4	77.3	94.2	83.1	78.6	83.5
Wisconsin	90.0	73.1	88.6	70.5	55.2	94.2
Wyoming	76.5	46.9	86.3	59.0	67.1	78.5
Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas						
DoD schools (overseas)	—	—	—	—	—	—
DoD schools (domestic)	—	—	—	—	—	—
Bureau of Indian Affairs	—	—	—	—	—	—
American Samoa	90.0	0.0	90.0	0.0	0.0	0.0
Guam	51.2	0.0	52.2	30.0	13.6	24.5
Northern Marianas	64.5	0.0	64.5	0.0	0.0	50.0
Puerto Rico	94.6	0.0	0.0	94.6	0.0	0.0
Virgin Islands	72.3	75.0	100.0	59.4	73.7	62.5

—Not available.

[1]Values for 1 year of the 4-year completion rate denominator are imputed. See the Technical Notes for more details.

NOTE: High school completers includes regular and other diplomas as well as other completers, but does not include high school equivalencies (e.g., GED). The completion rate by race/ethnicity is calculated by dividing the number of high school completers by the number of high school completers and dropouts over a 4-year period in a specific racial group. A state that reported completers but not by race/ethnicity would not have a high school completion rate by race/ethnicity. Other completer data are missing in the following states: Wisconsin and Wyoming. Caution should be used when interpreting results by race/ethnicity as some of the racial/ethnic group populations are quite small in some states. To see the percentage of individuals in each racial/ethnic group in the state, see appendix table A-2. American Samoa and Puerto Rico reported all of their students in one category of race/ethnicity.

SOURCE: Data are reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Dropout and Completion Data File: School Year 2000–01" Version 1a.

Table 8. Four-year high school completion rates by district locale code and state: School year 2000–01

State	Total	District locale							
		Large city	Midsize city	Urban fringe of a large city	Urban fringe of a midsize city	Large town	Small town	Rural, outside of an MSA	Rural, inside of an MSA
Alabama	80.0	77.8	79.7	83.8	79.9	93.3	80.4	78.3	77.9
Alaska	75.2	†	78.9	†	†	72.4	76.5	70.0	†
Arizona[1]	68.3	63.2	78.7	77.9	56.1	75.6	65.1	63.2	55.0
Arkansas	79.1	†	78.1	73.9	76.0	70.2	79.4	81.7	82.2
California	—	—	—	—	—	—	—	—	—
Colorado	—	—	—	—	—	—	—	—	—
Connecticut	86.6	†	77.5	92.0	88.5	76.8	84.8	90.0	92.6
Delaware	81.6	†	86.4	81.0	86.3	†	79.8	79.7	82.0
District of Columbia	—	—	—	—	—	—	—	—	—
Florida	—	—	—	—	—	—	—	—	—
Georgia	71.1	53.6	63.5	78.1	75.1	68.0	65.7	69.2	72.6
Hawaii	77.7	†	†	77.7	†	†	†	†	†
Idaho[1]	76.9	†	69.9	†	78.9	74.1	78.1	83.7	77.4
Illinois	75.8	46.4	73.9	86.4	83.9	77.9	79.6	84.7	89.7
Indiana	—	—	—	—	—	—	—	—	—
Iowa	89.2	†	81.8	†	92.2	88.6	88.8	94.1	95.1
Kansas	—	—	—	—	—	—	—	—	—
Kentucky	79.9	†	80.6	78.0	78.9	84.3	80.7	79.9	84.0
Louisiana	65.0	55.7	61.0	68.5	69.5	69.2	65.6	69.6	69.3
Maine	86.5	†	74.8	88.5	87.5	†	87.2	88.1	88.6
Maryland	83.2	58.8	†	87.4	84.3	†	82.4	81.7	82.8
Massachusetts	86.3	67.3	77.9	91.9	87.0	†	87.3	85.5	91.2
Michigan	—	—	—	—	—	—	—	—	—
Minnesota	82.5	55.6	79.8	86.3	90.4	82.1	83.1	89.6	90.2
Mississippi	77.3	†	70.2	82.7	80.1	78.8	76.4	78.5	78.7
Missouri	81.0	67.0	77.2	83.0	81.1	81.1	82.4	84.1	85.6
Montana	82.1	†	81.0	†	85.8	76.9	81.1	84.6	85.8
Nebraska	83.9	73.7	73.9	90.3	80.4	79.1	86.1	92.4	93.2
Nevada	73.5	†	77.4	70.1	†	84.5	83.6	86.4	†
New Hampshire	—	—	—	—	—	—	—	—	—
New Jersey	88.6	72.5	77.1	90.3	†	†	†	†	92.8
New Mexico	74.4	68.3	69.2	67.2	71.8	79.7	78.5	82.3	79.6
New York	81.6	65.8	79.7	93.2	91.4	90.5	85.4	88.9	90.5
North Carolina	—	—	—	—	—	—	—	—	—
North Dakota	90.1	†	88.6	†	82.3	86.8	91.2	92.3	96.6
Ohio	81.0	50.3	69.8	87.5	87.2	79.1	86.0	88.4	88.6
Oklahoma	79.2	67.7	77.3	82.4	83.8	78.8	77.5	85.9	85.6
Oregon	76.4	64.1	75.4	79.1	76.3	82.5	76.1	83.3	80.3
Pennsylvania	84.0	61.0	72.8	91.1	88.8	87.0	85.6	87.7	89.1
Rhode Island	79.8	†	70.5	†	83.7	†	91.0	87.6	86.3
South Carolina	—	—	—	—	—	—	—	—	—
South Dakota	84.6	†	76.8	†	86.9	†	85.7	87.2	93.5
Tennessee	79.5	63.5	84.2	84.8	81.6	84.9	84.5	83.7	80.6
Texas	—	—	—	—	—	—	—	—	—
Utah	82.6	†	71.1	†	82.6	88.3	88.6	85.0	†
Vermont	81.9	†	67.0	†	82.8	†	81.9	81.6	86.4
Virginia	83.8	74.9	79.8	86.4	84.9	80.4	84.1	84.0	87.8
Washington	—	—	—	—	—	—	—	—	—
West Virginia	83.4	†	84.2	79.6	82.2	83.7	84.6	83.9	81.6
Wisconsin	90.0	54.7	88.2	96.6	95.7	88.5	93.7	95.6	97.0
Wyoming	76.5	†	68.9	†	†	74.6	77.8	84.8	87.3
Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas									
DoD schools (overseas)	—	—	—	—	—	—	—	—	—
DoD schools (domestic)	—	—	—	—	—	—	—	—	—
Bureau of Indian Affairs	—	—	—	—	—	—	—	—	—
American Samoa	90.0	†	†	†	†	†	†	†	†
Guam	51.2	†	†	†	†	†	†	†	†
Northern Marianas	64.5	†	†	†	†	†	†	†	†
Puerto Rico	94.6	†	†	†	†	†	†	†	†
Virgin Islands	72.3	†	†	†	†	†	†	†	†

—Not available.

†Not applicable. There were no districts in the particular locale code for this state.

[1]Values for 1 year of the 4-year completion rate denominator are imputed. See the Technical Notes for more details.

NOTE: High school completers includes regular and other diplomas as well as other completers, but does not include high school equivalencies (e.g., GED). The completion rate is calculated by dividing the number of high school completers in a given year by the number of high school completers in that year and dropouts over a four year period. A state that reported completers but not dropouts would not have a 4-year high school completion rate. See the Technical Notes for a definition of district locale codes.

SOURCE: Data are reported by states to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Dropout and Completion Data File: School Year 2000–01" Version 1a.

Technical Notes

How does the CCD dropout rate compare with other dropout rates?
NCES collects and publishes statistics about high school dropouts and completers through several of its surveys. It is important to note the differences in the nature of these surveys and the populations they include. The surveys produce different, not conflicting, information.

The CCD rate in this report is an event dropout rate. NCES publishes three types of dropout rates.

> **Event rates** describe the proportion of students who leave school each year without completing a high school program. This annual measure of recent dropout occurrences provides important information about how effective educators are in keeping students enrolled in school. Data used to compute event rates are collected through the CCD and the Current Population Survey (CPS).
>
> **Status rates** provide cumulative data on dropouts among all young adults within a specified age range. Status rates are higher than event rates because they include all dropouts regardless of when these individuals last attended school. Since status rates reveal the extent of the dropout problem in the population, these rates can be used to estimate the need for further education and training designed to help dropouts participate fully in the economy and life of the nation. Data used to calculate status rates for young adults ages 16 through 24 are collected through the CPS.
>
> **Cohort rates** measure what happens to a group of students over a period of time. These rates are based on repeated measures of a cohort of students with shared experiences and reveal how many students starting in a specific grade drop out over time. Typically, data from longitudinal studies provide more background and contextual information on the students who drop out than are available through the CPS or CCD data collections. Data used to calculate cohort rates were collected through the National Education Longitudinal Survey of 1988 (NELS:88) and will be collected again in the Education Longitudinal Study of 2002 (ELS:2002).

Conceptually, the dropout collection through the CCD is designed to be consistent with the current CPS procedures. However, there are operational differences in dropout collection procedures between the two data sets. First, the CCD represents a state's public school dropout counts; in other words, the dropout rate represents the number of public school students who have dropped out over the total number of public school students enrolled in the state. This differs from the CPS dropout counts in a few ways. The CPS counts include students who were enrolled in either public or private schools. Secondly, the CPS is a count of young adults who live in the state, not necessarily those who went to school in that state. The third difference between CPS and CCD dropout collection procedures is that the CCD collects data on dropouts from grades 7 through 12 and reports event rates based on grades 9 through 12 versus only grades 10 through 12 in the CPS. Fourth, the CCD collection is based on administrative records rather than a household survey, as in the CPS. One other difference is that, in contrast to the CPS, the CCD collection counts those students who leave public school to enroll in GED programs (outside the public education system) as dropouts, while they are not counted as dropouts in the estimates NCES publishes based on CPS data. Finally, the CPS is not traditionally used to report state-level dropout estimates.

How does the CCD 4-year completion rate differ from the CPS completion rate?
The CCD and CPS are different types of data collections that lead to different completion rates. The CCD is an annual administrative records data collection from SEAs of data about schools, districts, and states. The CPS is a monthly household survey of 50,000 households conducted by the Bureau of the Census for the Bureau of Labor Statistics to provide information about employment, unemployment, and other characteristics of the civilian noninstitutionalized population.

Many of the differences between the CCD and CPS dropout collections are evident in their respective data collection procedures. There are additional distinctions, however. The CCD is more of an accountability measure for states, while the CPS measure defines a population. The main difference is that the CCD 4-year completion rate is a leaver rate for a specific period of time (4 years): of those who leave school, how many completed. The CPS measures an age group of the population (in NCES' case, 18- to 24-year-olds) and asks if they graduated from school. Thus, the CCD estimates a cohort completion rate for those who have left school, while the CPS provides a status rate based on the total young adult population.

National totals
Because not all states report dropouts using the CCD definition, the CCD cannot provide national totals for dropout or completion rates. It is also not advisable to create "reporting state" totals, because the bias introduced by those states that are missing is unknown. When all states are able to report to NCES using the CCD dropout definition, a national total of dropouts and completers can and will be reported.

District locale codes
The locale code for a district is based on the locale codes of the schools in the district weighted by the number of students in each school. Districts with no schools or students were given a locale code of "N." The locale code categories are:

- Large city—central city of an MSA or consolidated MSA (CMSA), with a population of at least 250,000.
- Midsize city—central city of an MSA or CMSA, with a population of less than 250,000.
- Urban fringe of a large city—any incorporated place, Census-Designated Place (CDP), or nonplace territory within a CMSA or MSA of a large city, and defined as urban by the U.S. Bureau of the Census.
- Urban fringe of a midsize city—any incorporated place, CDP, or nonplace within a CMSA or MSA of a midsize central city, and defined as urban by the U.S. Bureau of the Census.
- Large town—an incorporated place or CDP with a population of at least 25,000 and located outside a CMSA or MSA.
- Small town—an incorporated place or CDP with a population between 2,500 and 24,999 and located outside a CMSA or MSA.
- Rural, outside MSA—any incorporated place, CDP, or nonplace territory designated as rural by the U.S. Bureau of the Census; excludes places that are within an MSA.
- Rural, inside MSA—any place meeting the definition for rural that is within an MSA.

Imputation of 4-year completion rate denominator
For the 2000–01 school year, two states used imputation procedures on the denominator of the 4-year completion rate. Arizona and Idaho did not report 11th grade dropouts (year 3), therefore this data was imputed by taking the average of the reported grade 11 (year 2) and grade 11

(year 4). Note that the imputed grade total was set to the sum of the imputed race totals in cases where the sum of the imputed race totals was more than the initial imputed grade total. This is a new procedure starting with the 2000-01 4-year completion rates.

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Appendix A-1. Percentage of enrollment base for 9-12th grade dropout rates, by race/ethnicity and state: School year 2000–01

State	Race/ethnicity				
	American Indian/ Alaska Native	Asian/ Pacific Islander	Hispanic	Black, non-Hispanic	White, non-Hispanic
Alabama	0.9	0.8	0.8	35.5	61.8
Alaska	22.2	5.7	2.9	3.9	65.4
Arizona	6.9	2.3	29.7	4.4	56.8
Arkansas	0.5	1.0	2.6	22.4	73.5
California	—	—	—	—	—
Colorado	—	—	—	—	—
Connecticut	0.3	2.8	11.3	13.0	72.6
Delaware	0.2	2.4	4.3	28.8	64.3
District of Columbia	—	—	—	—	—
Florida	0.2	2.2	17.9	24.3	55.4
Georgia	0.2	2.6	3.2	37.3	56.8
Hawaii	0.4	73.4	4.7	1.8	19.7
Idaho	—	—	—	—	—
Illinois	0.2	3.8	12.2	18.0	65.8
Indiana	—	—	—	—	—
Iowa	0.4	1.8	2.6	2.9	92.3
Kansas	1.2	2.3	6.8	7.8	82.0
Kentucky	0.2	0.7	0.8	9.5	88.3
Louisiana	0.6	1.5	1.3	42.9	53.6
Maine	0.7	1.0	0.5	0.9	96.9
Maryland	0.3	4.7	4.0	35.5	55.5
Massachusetts	0.3	4.5	9.7	8.7	76.8
Michigan	—	—	—	—	—
Minnesota	1.7	4.8	2.5	5.5	85.4
Mississippi	0.1	0.8	0.6	49.4	49.0
Missouri	0.3	1.2	1.4	15.9	81.2
Montana	8.6	0.9	1.5	0.4	88.7
Nebraska	1.2	1.6	5.1	5.7	86.5
Nevada	1.7	6.1	21.0	9.5	61.7
New Hampshire	0.3	1.2	1.8	1.0	95.7
New Jersey	0.2	6.8	14.0	16.3	62.7
New Mexico	11.6	1.2	46.9	2.2	38.0
New York	0.3	6.4	16.6	19.7	56.9
North Carolina	1.4	2.0	2.8	29.2	64.5
North Dakota	6.9	0.7	1.0	0.7	90.8
Ohio	0.1	1.1	1.5	13.1	84.2
Oklahoma	16.0	1.5	4.6	9.7	68.2
Oregon	1.9	4.1	7.9	2.4	83.7
Pennsylvania	0.1	2.1	3.6	13.0	81.1
Rhode Island	0.5	3.4	11.0	7.3	77.7
South Carolina	0.2	1.1	1.3	40.3	57.1
South Dakota	6.6	1.0	0.9	0.9	90.5
Tennessee	—	—	—	—	—
Texas	0.3	2.9	36.0	14.1	46.7
Utah	1.4	2.7	6.9	0.8	88.2
Vermont	0.7	1.7	0.6	0.8	96.2
Virginia	0.2	4.7	4.2	24.7	66.2
Washington	—	—	—	—	—
West Virginia	0.1	0.6	0.3	4.0	95.0
Wisconsin	1.3	3.0	3.6	7.8	84.3
Wyoming	2.5	0.8	5.6	0.9	90.2
Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas					
DoD schools (overseas)	—	—	—	—	—
DoD schools (domestic)	—	—	—	—	—
Bureau of Indian Affairs	—	—	—	—	—
American Samoa	0.0	100.0	0.0	0.0	0.0
Guam	0.1	97.7	0.3	0.3	1.6
Northern Mananas	0.0	99.4	0.0	0.1	0.4
Puerto Rico	0.0	0.0	100.0	0.0	0.0
Virgin Islands	0.1	0.1	7.8	91.3	0.6

—Not available. These states do not report dropouts that conform to the NCES definition.
NOTE: Detail may not sum to 100 percent because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Local Education Agency Universe Dropout and Completion Data File: School Year 2000-01" Version 1a.

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Appendix A-2. Percentage of base for 4-year completion rates, by race/ethnicity and state: School year 2000–01

State	Race/ethnicity				
	American Indian/ Alaska Native	Asian/ Pacific Islander	Hispanic	Black, non-Hispanic	White, non-Hispanic
Alabama	1.0	0.8	0.7	34.2	63.2
Alaska	22.2	6.1	3.0	3.9	64.9
Arizona	—	—	—	—	—
Arkansas	0.5	1.0	2.2	23.0	73.3
California	—	—	—	—	—
Colorado	—	—	—	—	—
Connecticut	0.2	3.0	11.0	12.4	73.3
Delaware	0.2	2.6	3.9	28.2	65.0
District of Columbia	—	—	—	—	—
Florida	—	—	—	—	—
Georgia	0.1	2.6	2.6	37.9	56.8
Hawaii	0.4	73.1	4.8	1.9	19.8
Idaho	1.1	1.4	8.0	0.4	89.1
Illinois	0.2	3.7	12.2	20.1	63.8
Indiana	—	—	—	—	—
Iowa	0.8	1.9	2.3	2.5	92.4
Kansas	—	—	—	—	—
Kentucky	0.1	0.6	0.6	8.4	84.6
Louisiana	0.6	1.5	1.4	45.3	51.2
Maine	0.6	0.9	0.6	0.5	97.3
Maryland	0.3	4.5	3.4	35.6	56.2
Massachusetts	0.2	4.7	9.2	8.8	77.1
Michigan	—	—	—	—	—
Minnesota	2.1	4.8	2.5	5.6	85.0
Mississippi	0.1	0.7	0.4	50.9	48.0
Missouri	0.3	1.3	1.5	14.7	82.3
Montana	9.3	1.0	1.8	0.3	87.6
Nebraska	1.3	1.6	5.4	6.0	85.8
Nevada	1.7	6.1	20.5	9.5	62.2
New Hampshire	—	—	—	—	—
New Jersey	0.3	6.2	18.4	16.2	59.0
New Mexico	11.1	1.3	47.5	2.3	37.8
New York	0.4	6.5	15.5	18.0	59.6
North Carolina	—	—	—	—	—
North Dakota	6.9	0.6	0.8	0.7	91.1
Ohio	0.1	1.2	1.6	15.0	82.0
Oklahoma	15.7	1.8	4.8	9.7	67.9
Oregon	1.9	4.2	8.6	2.7	82.1
Pennsylvania	0.1	2.2	5.8	11.2	80.7
Rhode Island	0.5	3.5	11.6	7.4	76.9
South Carolina	—	—	—	—	—
South Dakota	7.6	0.9	0.9	0.7	90.0
Tennessee	—	—	—	—	—
Texas	—	—	—	—	—
Utah	1.4	2.7	6.7	0.8	88.4
Vermont	—	—	—	—	—
Virginia	0.2	4.7	4.0	24.6	66.5
Washington	—	—	—	—	—
West Virginia	0.1	0.6	0.3	3.8	95.1
Wisconsin	1.1	2.7	3.3	7.8	85.1
Wyoming	2.6	0.9	5.9	1.0	89.5
Department of Defense (DoD) dependents schools, Bureau of Indian Affairs, and outlying areas					
DoD schools (overseas)	—	—	—	—	—
DoD schools (domestic)	—	—	—	—	—
Bureau of Indian Affairs	—	—	—	—	—
American Samoa	0.0	100.0	0.0	0.0	0.0
Guam	0.0	94.2	0.4	0.8	3.7
Northern Marianas	0.0	99.6	0.0	0.0	0.4
Puerto Rico	0.0	0.0	100.0	0.0	0.0
Virgin Islands	0.3	0.3	9.9	88.9	0.6

—Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Local Education Agency Universe Dropout and Completion Data File: School Year 2000-01" Version 1a.

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